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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Rhodes Misinformation

SOME prominent English statesman has said that the misinformation of the public press is more disastrous than Bolsheviki propaganda. Without approving that statement it is certainly most unfortunate that a statement was broadcasted that only five Rhodes scholars of the United States had justified the expense.

Professor H. A. L. Fisher, warden of New College, Oxford, England, resents statements attributed to him in this country detrimental to Rhodes scholars, in a letter received by John J. Tigert, Commissioner of Education. Professor Fisher says:—

"I have never at any time published nor have I authorized the publication of any statement with regard to the Rhodes scholars. I am extremely annoyed by the paragraphs which appear to have been printed in various papers of the United States of America. They have not my authority, and so far as I can see they represent opinions almost exactly the reverse of those I hold."

Commissioner Tigert says: "The Rhodes trust has pointed out that 550 Rhodes scholars graduates are now in the United States. Their average age is about thirty-five years. Sufficient eminence to appear in 'Who's Who' has been obtained by 54. Teaching has claimed 243; law, 161; business, 61; social and philanthropic work, 24; medicine, 23; journalism and publishing, 22; the ministry, 19."

The Freshman Problem

MANY articles have been published by professional and lay writers about freshman tragedies in colleges and universities, and at last there is an awakening to the seriousness of the situation. In the State Teachers College at Murray, Kentucky, the dean of the college has devoted himself for a year to the rescue of endangered freshmen, and with much success. Practically every freshman found himself, and none who left "fell out."

Now the Colorado State Teachers College at Greeley, universally recognized as the pace setter of the front rank in State Teachers Colleges, has selected Dr. Clare B. Cornell, profes-

sor of educational administration, to be the director of a freshman bureau. President George Willard Frasier, who fathers the idea, is confident that Dr. Cornell will get every student in action effectively early in the year; that he will save all who have the ability to learn and the traits for skill in teaching in action early, and those who lack professional adaptability will be gracefully bowed out.

It is universally agreed by all who know the personality of Dr. Cornell and his impulse to help young people successward that no one could be more serviceable at the head of a freshman bureau.

Reign of Girlhood

THE latest word in the reign of girlhood is the case of a school for wayward girls sent there by the Juvenile Court whose wards they are. The girls walked away on a strike because the matron attempted to establish some rules the girls did not like because they had the flavor of a Reform School. The court sided with the girls, and said they were right and need not return, arranging for them in private families where they can attend public schools.

The Spirit of St. Louis

LINDBERGH'S "The Spirit of St. Louis" has won more praise and earned more glory than any other machine in the world, but the glory behind the name, "The Spirit of St. Louis," has greater significance.

"The Spirit of St. Louis" is making the city of St. Louis the most beautiful remade city in the new world.

It was the slogan, "The Spirit of St. Louis," that won a vote for $75,372,500 in bonds for the improvement of the city. This was the appeal: "St. Louis must either go forward or backward—it cannot stand still. These proposed improvements are absolutely necessary if St. Louis is to maintain its prominence among the great cities of the nation."

There was more than a two-thirds vote for each of these improvements, totaling $75,372,500.

For Establishing, Opening and Widening Streets	$8,650,000
Plaza in front of Union Station (Eighteenth Street to Twentieth Street)	2,600,000
Paving, Repaving and Improving Streets	5,800,000
For Electric Lighting, city-wide	8,000,000
For a new Courthouse	4,000,000
For construction and reconstruction of Sewers	8,000,000
For River des Peres sanitation purposes	11,000,000
New Parks and Playgrounds	2,500,000
Improvement of existing Parks and Playgrounds	1,300,000
Aquarium in Forest Park	400,000
Municipal Lighting, Heating and Mechanical Buildings	1,000,000
Hospitals and Institutions	4,500,000
Municipal Auditorium and Community Centre	5,000,000
Memorial Plaza and Building	6,000,000
Fire Department purposes	772,500
Grade Crossings and Viaducts	1,600,000
South Approach to Municipal Bridge	1,500,000
East Side Approach to Municipal Bridge	1,500,000
Public Markets	1,250,000

There will be $12,000,000 expended upon new water works, to be paid for out of the water revenue. The bond expenditure began with $3,000,000 in 1923, and will be completed with $6,000,000 in 1933.

The Encyclopedia Age

THIS is the encyclopedia age. There is always an atmosphere for which there is no accounting in any great human tendency, the same as there is in the weather. There will always be know-it-all fellows assuming to have an explanation for everything, even pretending to account for the weather by sun spots.

This is the encyclopedia age just as there was a dictionary age. It was a long time after Noah Webster launched his dictionary before any school in the United States bought a dictionary, and a long time after every school had a dictionary before there was a dictionary in a home, but the school-dictionary atmosphere came everywhere at the same time, and when the home-dictionary atmosphere came it was like the coming of spring.

Of course a little time was required to get the frost out of the winter-asleep fellows who thought a dictionary in school was a fad.

Then there was a public-library age which started slowly, but the atmosphere was everywhere before Andrew Carnegie utilized it. It is one of the amusing incidents in American history that Mr. Carnegie thought there was magic in his name when it was glossed by his wealth. He thought his fame and fortune could do anything regardless of the atmosphere, and so he placed fame and fortune behind "simplified spelling." There was magic in his name, fame and fortune when the atmosphere was right, but they were as useless as a weather prophet in a dry spell.

So the encyclopedia followed the dictionary in schools when the atmosphere was ready, and now the encyclopedia follows the public library in the home, for the encyclopedia is a public library in the home. It carries to the home everything by way of information that one can get if he goes to the public library for information. A home without an encyclopedia is no better equipped than a woman with a cross-word puzzle is without a dictionary. This is an encyclopedia age.

Men of Achievement

1—M. Vincent O'Shea

By A. E. WINSHIP

A RECENT achievement of the professor of education of the University of Wisconsin and the resultant opportunity for a kindred achievement justifies this emphasis upon the professional activities of Professor M. Vincent O'Shea.

One of the important educational events of the year is the publication of "A State Educational System at Work," a study of the educational condition of Mississippi, its past and present, with suggestions for its future.

Probably as a result of the character of the Mississippi study Professor O'Shea has been urged to make a state study of Virginia, which, for several reasons, will be one of the most important that has been made. He has consented to make this study.

The high significance of the Mississippi study has made Professor O'Shea eminent among the educators of the day. There is no state comparable to Mississippi geographically or historically, industrially or commercially, socially or civically. This "complex" gives the study its prominence.

The study of Professor O'Shea never loses sight of the fact that his is a study of schools of Mississippi as they have been, as they are, and as they should be for the future advantage of the children of the state economically, civically, and socially.

One knows as he reads this study that it has not been made to prove or disprove any pet theory of anybody; that it has been made for the sole purpose of rendering the greatest benefit to the children in the quickest way at feasible cost.

There is no suspicion that Professor O'Shea has a desire to have it apparent that he knows what would be best under ideal conditions. It is perfectly clear that the only aim of those who have made this study is to present facts so that the greatest number of persons in Mississippi will fully appreciate what can be done to provide the children of the state with as good school privilege as can be paid for in that state, and as quickly as they can be provided wisely.

It is evident that the study has not been so humiliating as to be disheartening to the parents, nor so extravagant as to exasperate taxpayers. The study is an inspiring presentation of a sensible way to improve conditions early and avoid any subsequent fatal reaction.

This study and the publication of "A State Educational System at Work" could only have been possible when the director thereof had had exceptional preparation therefor, such as Professor O'Shea has had in thirty years of professional activity. His professional literary and civic opportunities have been especially adapted to the notable service rendered Mississippi.

Professor O'Shea has been a vital professional force in one of the most important state universities in three of the most evolutionary educational decades America has known in sixty years. These decades have seen that state pass through the most hectic political experiences any state in the North has ever had, and he has kept his poise and steered his professional course without sacrificing anything vital scientifically, philosophically or civically.

There has been no year in the last quarter of a century that Professor O'Shea has not only survived the stress and strain of Madison but has been a vital factor on the educational platform of other states. He has experienced exceptional adaptations to professional altitudes and latitudes which are as wholesome educationally as they are healthful physically. "Adaptation" has been his magic for thirty years.

Professor O'Shea has not been a passive recipient of opportunities to rise and fall with professional altitudes or drift with changing educational latitudes, but has been a most virile leader of thought, lay and professional. In no year has his pen been idle or his literary mind on a vacation. He has produced an unprecedented number and variety of books about children, normal and abnormal, and for children in school and out; about parents and for parents; on mental sanity and linguistic development; on education as adjustment; on dynamic factors in education; on social development, every-day problems, tobacco and mental efficiency, and upon twenty other vital subjects of social, biological, psychological, physiological and vocational trends, and has never skidded over any precipice or dodged any responsibility. In the midst of all this Professor O'Shea has edited one of the outstanding encyclopedias of America.

It has taken thirty years of constant adaptation to the changing professional needs. His professional achievements defy imitation and challenge rivalry, and it is the result of practice in the atmosphere of Wisconsin with frequent experiences in other sections of the country that made it possible to do for Mississippi what Governor Harry L. Whitfield wanted done, and what Bernard B. Jones wanted to pay for.

Belding's Page

PRACTICAL EDUCATION

A GREAT deal that is heard and said about practical education is based upon misunderstanding as to what is meant by practical. Training of the hands to perform useful work has undoubted value. Indeed, it is very important for every one to be handy with tools in this period when professional repair men command prices which are to the average family prohibitive. Your handy man has learned to co-ordinate mind and muscle. But if he were to stop at this, he could not be called educated, or even practically educated.

Education implies a cultivation of the power to think. It implies the imparting not only of isolated facts, but of laws and principles.

A boy might be taught to solder tin cans, and might take up the trade of soldering tin cans, and go on soldering tin cans all his life. Such education as he would utilize would be only what any good foreman in a tin can factory could teach him in a short time.

Another boy might not know how to solder tin cans, but he might have learned from a lesson in science that a dead air space or a vacuum is non-conductive of heat—and he might go forth and invent the thermos bottle, as one boy did. That boy had obtained a practical education. It was something which could be applied to the improvement of life. Education supplied the tools for mind rather than hand to work with. Only the mind can bear the full fruits of education. Education that fails to address itself to the mind or to awaken the latent energies of the mind to action, is unworthy the name. It may be an essential part of the training of young people, but it is a relatively minor part.

Let us have practical education, and let it be education.

"ONCE OUR SUPERIORS"

IT WOULD be scarcely possible to magnify the importance of women in education. Most of the teaching is done by them. They carry off most of the honors in scholarship. They comprise a majority of all those receiving instruction. A big change has taken place. It is an age of women, for women, by women.

Do women fully realize what their added advantages have brought them in the shape of responsibilities? Some of them do, of course. Women as a class are facing their new duties of citizenship squarely. They are studying to know what they are about when they go to the polls on election days.

With many women, on the other hand, the recent emancipations have proved intoxicating. Their heads reel with the notions of the many things they now may do as freely as men do them.

The danger is that women will overlook the fact, which still remains a fact, that civilization never rises higher than its womanhood. Respect for women has long been an index of a nation's advancement. It will long continue to be such an index. But men will only respect women who respect themselves. Men expect of women a somewhat higher standard than they expect of their own sex. "Let there be but one standard for both!" exclaim the equal rights enthusiasts. Fair enough, so far as justice is concerned. But justice is not the whole story. Unless women uphold moral standards, standards of refinement, standards of spirituality and idealism, these will be trailed in the dust.

The education of women takes on added importance from such facts. Women have a right to imitate men in all ways. The law has thrown down all barriers, or soon will do so if any yet remain. But if women come down to the level of the law they will eradicate from the world much of its choicest treasure.

Are educators exercising special care to awaken in women a consciousness of their peculiar responsibilities? Or are they resting content to let them be men's equals?

MOVIES FOR SCHOOLS.

SOMEONE has predicted that within a few years moving pictures will be employed in every schoolroom in the country. Not quite that, perhaps, but something approximating it will be likely to take place.

The educational possibilities of the screen have been overshadowed by their popularity as a form of entertainment.

The pictures which will be used to good advantage in the schools will need to be prepared especially for the schools, under the direction of educators rather than producers. Co-operation between various motion picture interests and well known and capable school men is already in evidence. After some experimentation, during which the range and limitations of the new instrument will be discovered, visual education will come into its own as a vital factor in helping the work of the schools.

Auson W. Belding

Associate Editor.

Getting Started

By RICHARD K. MORTON

Boston, Mass.

MOTION, whatever scientists or philosophers may discover about it, is to us in every phase of life a supremely important phenomenon. For ordinary processes we desire co-ordinated and controlled motion—we want objects to move in some systematized order which we understand and can direct to our own purposes. Professor Michael Pupin, in his constructive and lucid article, "Creative Co-ordination," contributed to the August number of Scribner's Magazine, demonstrates how chaos becomes cosmos. Heat, for example, is molecular chaos, but it is applied in an orderly way to our constructive purposes. The steam engine transforms the chaotic forces within the steam into an orderly force which moves the piston rods attached to wheels or shafts. The human body, too, co-ordinates chaotic physical and mental forces into orderly processes.

Professor Pupin writes in his article many beautiful paragraphs. I quote a portion of one: "Our mother earth is a tiny dust speck in the material universe, but as the home of the creative soul of man it becomes the crown of creation. The life of man is, as far as we know, the noblest product of creation, and it is the most precious gift of heaven. Its broadest aspect is co-ordination which eliminates the chaos from the activities of its countless living molecules, and constructs the cosmos, the presence of which we feel in the internal world of our creative soul; in the language of science it may be described as the climax of 'cosmic co-ordination.'"

In pedagogy this idea of co-ordination, of physical and intellectual powers transforming chaos into cosmos, is highly significant. Do teachers not sometimes almost despair of the apparently disordered and chaotic condition of their classes, their pupils' minds, and even of the educational system as a whole? Is it not challenging, on the other hand, for teachers to realize that they may have a leading part in aiding young lives to effect in many ways the development of a cosmos out of a chaos? With just the right combinations of lessons, review drill, persistence, personality, and high ideals the teacher may later see a beautiful order arising out of the dismal chaos of ignorance, low ideals, and wilful wantonness. Professor Pupin stresses a great point when he reminds us that we, as intelligent human beings, can produce cosmos out of chaos in our field of activity, just as much as any mechanism or natural power can.

"I should define the teacher's purpose as follows: To conduct her own life and the lives of all her pupils in such a way that both will find their supreme purpose in life in co-ordinating character, idealism, knowledge, talents and all their other virtues and values, so that continually some great thoughts and deeds of increasing worth are produced or made possible and so that both teacher and pupils are in their thinking and living going steadily onward and upward, and doing their bit to establish as supreme in life the best spiritual, intellectual, moral and social values and powers, thus increasing in spiritual power, wisdom and capacity for service, brotherhood and international-mindedness."

What has all this to do with getting started in anything? Just this. When we begin to talk about motion we come at once to realize that one of the greatest types of motion is growth. Thus, in a rather crude way and without giving the matter as much thought as it deserves, I should define the teacher's purpose as follows: To conduct her own life and the lives of all her pupils (including thinking, acting and the composite which makes up character and personality) in such a way that both will find their supreme purpose in life in co-ordinating character, idealism, knowledge, talents, and all their other virtues and values, so that continually some great thoughts and deeds of increasing worth are produced or made possible, and so that both teacher and pupils are in their thinking and living going steadily onward and upward, and doing their bit to establish as supreme in life the best spiritual, intellectual, moral, and social values and powers, thus increasing in spiritual power, wisdom, and capacity for service, brotherhood, and inter-

national-mindedness. Many corrections and emendations should be made to this statement, but perhaps it outlines a worthwhile idea.

Schools and teachers must show pupils the way to co-ordinate their hereditary and acquired powers to great tasks; they must show them how to transform the chaos of their thinking and living into an orderly cosmos which shall be purposive, intrinsically valuable, and both creative and constructive. The teacher must be skilled in coping with these ideals through the plastic medium of the growing young lives under her charge. She must not be living and thinking on such a level as to make her pupils conscious of a sharp distinction between what she is and what she teaches.

The teacher must come to realize one profound truth which is sometimes lost sight of: The straightest-moving force, to put it crudely, in this world is character embodied in young lives that have been for years under the guidance of good teachers. The earth will pull a projectile down at last, in spite of its swift speed; any moving object will describe an arc, acting in obedience to gravity. The young mind may study lessons faithfully and yet the young life may not be aimed in a straight path. But there is no greater nor straighter-moving force in this world than that embodied in young lives which have been for years under some beautiful influence—some teacher whose little crumb of knowledge was not simply offered up speedily as a delicate morsel for the nutrition of aimless living and the thorns of haughty cleverness.

The challenge, then, is this: Teachers must start, this very fall, upon the attainment of co-ordination to high purposes—bringing a true cosmos out of a sometimes disheartening chaos. We shall not solve all the problems of molecular chaos until we learn to control the chaos which is within our own minds and hearts. The man who has delved into the depths of his own being is the one best capable of delving into the secrets of the universe. It will ultimately profit men nothing to harness Nature to greater purposes if they wilfully decline to accept the challenge of the great purposes which can be fulfilled only through their own spiritual and intellectual energy.

I should not feel justified in writing an article on "getting started" if I intended to mention only a few conventional ideas which easily-wearied thinkers might be induced to regard as "inspirational." The idea of co-ordination, however, or that of producing cosmos out of chaos in the classroom is hardly as interesting as some startling clevernesses which I might have used. I am not in favor of starting anything whatever if this activity is inspired simply by the desire to parade to the world sensational ideas or methods. Mediocrity and emptiness in any realm of life remain such, no matter how fast they move or how many sensational stunts may be associated with them. A teacher whose equipment consists of a few painfully underlined textbooks and a few ingenious classroom methods which she has conjured up for use in case she has visitors, or in case her discipline breaks down, and her feeble and uncertain shafts of learning glance harmlessly off the pupils' protective armor of mischievous ignorance, cannot hope to accomplish anything worthy of the high aims of her calling.

If we can accept, with reasonable qualifications, a goal of education of this nature, we must get started at once. I think that in some respects the first month of the academic year is the most important of all. Have you ever noticed how, on the first few days of school—when there is no strain of lessons prepared or to be recited—the pupils are receptive to any kind of advice and guidance? To me, it is deplorable that these priceless moments are so often given over to the brusque announcements of the first lessons to be prepared, and to a sharp outlining of the difficulties and penalties which may later be encountered by the pupils. A teacher who has not some special message to give to her pupils on the opening days seems to me to have a superficial idea of her duties.

The following may be useful suggestions: (1) Outline what seem to you the greatest purposes of education, and show your pupils how these aims may apply to them—do not confine your questions to those of fact or those calling for mere retentiveness of memory. Why not count up the number of hours which you will share with your class during the year, and then compare that number of hours with the time it has taken some noted people to do great things? Read statements from such men on what their school drudgery did for them. Show them that the book of knowledge does not consist merely of that somewhat disjuncted chain of textbook assignments which they will come to know. Ask them: What is a man? What ought a man reasonably expect to do with his life? Point out that they will not find any thaumaturgical or magical power conferred upon them simply by going to school so many days, submitting to a discipline, and reading a certain number of words in books. (2) Use the "consultation" method of recitation whenever anything can be gained thereby, or if interest lags or nervousness seems to handicap some students. Tell them to consider themselves as professional men meet-

ing an appointment with a client for consultation, and then question them upon the subject-matter in hand. (3) Some lessons can be re-arranged in the form of synopses, and the teacher may omit from it that information which she desires to extract. In history, for example, the teacher might announce that a certain general started a battle, a certain surprise occurred, and then a victory resulted. In filling in these blanks the pupils would exercise not only memory and the results of preparation, but also their ability to think through problems not previously encountered. (4) At the beginning of any year, moreover, every teacher ought to give pupils exercises designed to sharpen their observation. Have them, for instance, describe their route traversed in coming to school. Train them in the fundamentals of orderly thinking by stating some hypothetical cases for their consideration. To illustrate, if they read in history that a country has a revolution, what sort of events is that apt to cause? In geography, if they come upon countries yet unexplored to any extent, or if they find countries whose border lines have frequently been changed, what may they infer from these conditions? It seems to me that exercise in this kind of work is better than the continual use of the more common methods.

But now I have finally decided to say something about this matter of "getting started." In the first place, to start anything is usually hard. You remember that the engine's hardest pull comes at the very start of its motion. If we move any heavy object we find the exertion less when we have once started it into motion. It is false reasoning for teachers to declare: "Oh, my school work does not bother me much yet. You know we don't really get started for three or four weeks!" But there is something more to set in motion—something more than starting the long cycle of daily assignments. The teacher who cannot start anything but this cycle never gets her real work started; and if she thinks that that is all there is to get started she would seem in need of having her own mental processes and professional training started rather promptly—and possibly rather bluntly.

In this fall season, moreover, teachers might well ask themselves whether they are prepared to sustain intellectual motion in pupils, once an enlightened start has been made. Sometimes they cannot count much upon momentum. A heavy object will run on for a while after the power has been withdrawn; but an electric light darkens almost instantly when the power is cut off. Young minds are often like the electric light—they need constant stimulus from the dynamo of the teacher's knowledge and experience. We should hardly be so foolish as to try to light our homes by buying hundreds of dry-cell batteries; yet teachers sometimes attempt the equally foolish procedure of trying to educate pupils by giving them a succession of morsels of fact. We seldom see any sense in moving objects just a short distance, simply for the fun of changing their position slightly. We usually start any serious purpose with the idea of some great result coming after the start has been made. To start anything whatever—whether a stone, a vehicle, or a human mind—without any further purpose and with no further direction, may prove to be perilous folly.

In education this start must be made with full regard for the consequences and difficulties. The brain is too vital an organ to be enfeebled by having to deal merely with things that are easy and simple. Whether we enjoy physical exercise or not, we know that we must devote time to it, or our body suffers; the mind requires the same serious attention. Following courses of study one often gets the impression that they offer only one kind of progress—a sort of linear movement. The thought proceeds, without broadening, bending, or dividing, along a particular line determined by the instructor; but when we are kept too busy following such a line we are deprived of needed perspective and depth in education. Thus this very act of starting an academic year is a serious matter; a conscientious teacher finds in it much to ponder. A great deal of interest in learning is sacrificed because its objective side is so prominent; we often look upon an education as a kind of substance foreign to us which we must somehow absorb into our system. But it ought to be a development within ourselves, with exterior factors assisting in an important way in bringing it to fruition.

In getting started we must also remember that this involves the dispensing of energy. Young people will play at games they like long after they have become tired. There is no reason to believe that they cannot in any way think and learn as energetically and wholeheartedly as they play. I think that this difficult matter of how to get pupils strongly interested in their studies may be partly solved, at least, by getting them started upon a better level. If they see ahead nothing but routine, assignments, apparently purposeless drudgery, they will produce only the results reasonably to be expected from such an attitude. Teachers, moreover, cannot be too careful to avoid developing in certain pupils a distaste for certain studies, discipline, or essential processes in school life. These aversions are usually acquired from some distasteful environment or

episode; they are not the inexorable content of a biological inheritance which cannot be repudiated. Teachers can do much preventative work by preventing these distortions from arising. It is lamentable that so many cases are allowed to develop into a chronic mental state which provides perplexing problems for the psychologist, the sociologist, or even the pathologist.

After any vacation period, and with the beginning of autumn work, teachers ought to consider just exactly what they are starting. Is it simply routine? Is it new methods? Is it fresh research? Are they setting in motion their full intellectual capacities, and are they making practical use of knowledge valuable to their pupils? From what point of intellectual development, moreover, is this start being made? What has been the net gain of experience and of quiet study?

The most vital point, however, is perhaps this: What is it which will start, in teacher and pupil, a more constructive way of living and thinking? We cannot successfully start any project of our own unless we first understand the fundamental principles which guide all worthwhile training of the mind.

The beginning of the academic year ought to find us refreshed mentally and spiritually. We ought to have extended our intellectual horizon and deepened our insight into the lives and problems of those who await the education which they expect us to impart. Good schools require teachers to improve their lesson material every year; why should they not also expect teachers to improve their influence upon pupils—improving their personality, if you will, and teaching in ways beyond the scope of facts and assignments.

To have made a start toward these aims, I believe, would be achievement worthy of any teacher. Real teaching endures in the lives of young people long after the facts taught them have been changed or forgotten. Teachers who have spread their highest ideals and imparted the results of their most profound thinking to the lives of their pupils know something about living the abundant life. You may reveal the most complex secrets of dark and remote corners of the earth and yet not have an experience so rewarding as that which comes to a teacher who suddenly sees the light of new understanding and power illumine a dark and barren corner of a youthful mind. You may solve the most intricate problem in your own advanced research study and yet fail to feel that exquisite sense of triumph and of sheer joy in living which comes to a teacher who has enabled some pupil to see for himself the solution of perhaps a much simpler problem.

The watchword today is this: Arise, take up thy learning and the best that is in thee, and teach—teach as you never have taught before, that you and all others may come to know what real living is.

Land on Your Feet

BY SAM WALTER FOSS

You take a cat up by the tail,
  And whirl him round and round,
And hurl him out into the air,
  Out into space profound,
He through the yielding atmosphere
  Will many a whirl complete;
But when he strikes upon the ground
  He'll land upon his feet.

Fate takes a man, just like a cat,
  And, with more force than grace,
It whirls him wiggling round and round,
  And hurls him into space;
And those that fall upon the back,
  Or land upon the head,
Fate lets them lie just where they fall—
  They're just as good as dead.

But some there be that, like the cat,
  Whirl round and round and round,
And go gyrating off through space,
  Until they strike the ground;
But when at last the ground and they
  Do really come to meet,
You'll always find them right side up—
  They land upon their feet.

And such a man walks off erect,
  Triumphant and elate,
And with a courage in his heart,
  He shakes his fist at fate;
Then fate with a benignant smile
  Upon its face outspread,
Puts forth its soft, caressing hand
  And pats him on the head.

And he's fate's darling from that day,
  His triumph is complete;
Fate loves the man who whirls and whirls,
  But lands upon his feet.
That man, whate'er his ups and downs,
  Is never wholly spurned,
Whose perpendicularity
  Is never overturned.

President Maurer's Beloit

PRESIDENT W. IRVING MAURER of Beloit College, Wisconsin, nationalized the college on May 31, 1927, with a remarkable address to the student body. Five students had been suspended for untruthfulness about conduct resulting in serious injury to a young woman in an automobile accident. We quote thrilling sentences:—

"You can never have a college worth attending where offences deliberately committed are not penalized. The punishment given for these offences against the college, against her requirements for safety and against her standards of honesty, was the following penalty. . . .

"I believe that in the last analysis few students would deliberately do that which would bring disgrace upon the college. . . . I would ask from you a greater willingness yourselves to challenge and rebuke deliberate breaking of college rules. I would ask of you to elect to offices those who do not reserve to themselves the right, whenever the impulse seizes them, to break any college rule they please. . . . There is scarcely a college rule which is on our books the need for which you do not yourselves recognize. Do not discuss with me the reasonableness of important rules if you yourself, while admitting their necessity, are consciously violating them as opportunities arise.

"The college administration does not spy. It will not spy. When I meet you I take it for granted that you are playing fair. When a man outside the college tells me that my students get drunk, that they are immoral, that they make our rules a farce, my first reply is: 'It is not true.' My instruction to all college officers is that students must be given the benefit of the doubt. I believe in you. I trust you. When you betray the trust you hurt me more than you can ever know.

"But if you break rules, as college students of all generations have broken rules, then there is only one manly or womanly thing to do. Take the penalty. Do not try to lie out of it. It is a bad thing to come to a college which takes you on the level, and then flippantly say: 'I have broken rules—what are you going to do about it?' But that is better than to whine or complain because you have been punished. Breaking rules means suffering a penalty. . . .

"I ask you to think over the whole matter of the attitude which should be maintained by a student body toward its college. The founders of this college did not sacrifice in order to make possible a 'petticoat school.' They did not struggle and toil simply to afford future generations a convenient gathering place for brilliant social careers.

"The men and women who are giving generously to pay more than half of your tuition charges will not be impressed by you if you are more quick to resent the penalties imposed than you are yourselves to resent violations of college rules. The faculty of Beloit College still cherishes a vision of a college where classrooms and debating halls and athletic fields alike are tense with an earnest college spirit, a vision of a college life which is joyous and sunny as only youth can be, a life where students and teachers are friends, where sullen, wilful attitudes are unknown.

"Let us come back next fall determined to make the coming year a winning year. There are men in this college, whose only physical prowess thus far has been to swing a vicious pipe, who are good football material. There are students here who use their intellectual powers in fault-finding who could push into the B or the A class. Let us make Beloit College next year, more than it has ever been, a man's and a woman's college, where the big things are given a chance, and all the froth and foam of trivial things are swept away."

A Man's Prayer

BY WILL THOMAS WITHROW.

Lord, if one boon alone be granted me,
Let me but choose what that one boon shall be;
I shall not ask to live 'mid sheltered bliss,
In soft security—but only this:

Let me be not a coward in the strife
That sweeps across the battlefields of life;
Let me leave not for other lives to bear
The burdens that were rightfully my share.

Let me not whine, nor ever seek to shirk,
But cheerfully bear my full load of work,
Then place a friendly shoulder 'neath the load
Of one who, fainting, falls beside the road.

Let me, O Lord, be clean and unafraid;
Let me go forth to meet life undismayed;
Until the final hour of life's brief span,
Let me walk upright—let me be A MAN!

Thus let me live, that when, the day's work done,
I pitch my tent toward the setting sun,
Lie down to rest, and from my labors cease,
My soul within its hours shall be at peace!

—Exchange.

Professional Reading

By M. A. STEINER
Ingram, Pennsylvania

THE first question, "How much time do you devote to professional reading?" received 13 A's, meaning a great deal of time; 20 B's, meaning some time; and no C's, meaning no time spent in professional reading. Nine answers gave the approximate number of hours per day or week. The average for these nine principals or superintendents ranged from 8 to 2 hours. In estimating the time spent by their teachers in professional reading there are only 2 A's, indicating much time; 30 B's, meaning a little time; and 1 C, or no time. Of the nine that give actual time six say that they don't know, three estimate the time at 3 hours, 2 hours, and 1 hour per week respectively. According to the answers to this question the principals say that they spend about twice as much time in professional study as they think that their teachers do.

The second question, "To what extent does professional reading appeal to you?" is answered by 20 A's, 13 B's, and 1 C. Eight answered this question directly by saying "essential," "worth while," and "enjoyable." In estimating the interest teachers have in professional literature there are only 2 A's, 30 B's, and 3 C's. This clearly indicates that principals are far more interested in professional reading than they think their teachers are.

The answers to the third question, "To what extent will extension work for credit meet the need for professional reading for you?" indicate little agreement. There are 14 A's, 15 B's, and 10 C's. Of the eight that answered this question directly the answers range from "none" to "entirely." The answers to this question in regard to the teachers correspond to the first part. This disagreement concerning the effect of extension courses upon the need for professional reading seems to indicate that about one-half of the extension courses have very little direct bearing upon a principal's or a teacher's growth in service.

The answers to the fourth question, "Has professional reading any effect upon your success as a principal?" all agree that a principal's or a teacher's success depends upon professional reading. Twenty-two principals credit this element in their success with A, 14 with B, 7 answer "yes," but there are no C's. In estimating this effect upon a teacher's success 18 answer A; 18, B; and none, C; with 7 answering "yes."

Although the principals agree in thinking that a teacher's professional reading has a great effect upon his success, they also agree in believing that teachers need encouragement and guidance in it. The last question covered this point, and 17 marked it A, and 18 B, with no one making it C. There were eight other answers ranging from "Only by suggestion" to "A superintendent must direct or little reading is done."

The problem of directing the professional reading of teachers is very important, because teachers will not grow without this guidance, which must be considered one of the principal's most effective methods of improving the quality of teaching in his school. All normal schools and departments of education require their students to pursue many professional courses, but the chief value of this training consists in arousing the interest of the prospective teacher to such an extent that he will earnestly and actively continue the study of the principles after he has entered the service of teaching.

If I were to ask what man in our country has done most to increase general public reading you would surely reply: Andrew Carnegie. He did this by establishing libraries so that any one could easily obtain a book at any time. Make professional books accessible and teachers will read them.

In the second part of the questionnaire the answers to the first question indicate that twenty-nine have such libraries and thirteen have none. This seems to prove that a little more than two-thirds of the schools of Allegheny County have provided libraries, but perhaps the more than 50 per cent. that failed to reply do not have any. The size of these libraries ranges from ten to four hundred volumes. These twenty-nine schools reported a total of 2,201 volumes, with 877 teachers. This gives an average of two-and-a-half books per teacher. The teachers' library in Ingram was started about five years ago. There are over six books per teacher in it, and it is kept up to date by adding new books each year. The teachers can take these books at any time, but each teacher writes the name of any books, with the date, opposite her name in a record book whenever a book is withdrawn. When the book is returned a line is drawn through his name. You may wonder how much use is made of these books. By checking the withdrawals for the past month I found an average of a little more than five per teacher. It is evident that a professional library will be of no value unless teachers use it. The devices for getting them to use these books will be discussed later. It is certain, however, that the library is a very necessary part of any school's equipment.

Another type of professional reading material

is current magazine articles. About the same number of schools provide magazines for teachers, for twenty-seven furnish them and fifteen do not. Thirteen schools report that the Board pays for these magazines, four provide them through a special or a library fund, and ten have magazine clubs to which each teacher contributes. It seems to me that all of these methods of providing them are very practical, for there are arguments in favor of each.

After professional books and magazines have been placed within easy reach of every teacher the principal must tackle the more difficult problem of getting his teachers to make the best use of them. It is a simple problem to provide the reading material, but it requires careful planning to make it function in the work of the school. Unless this professional literature is used to solve the everyday professional problems of the classroom it is only a useless ornament or a worthless piece of equipment similar to some of the showy things exhibited in our modern palaces of learning.

When we begin to direct our teachers to the library for help it will not be long before they will realize the value of professional books and will search answers to their own problems.

"Do you recommend interesting material that you have read?" Forty-two answer "Yes," and only two "No." If a principal recommends articles that express his views and sentiments he will not need to spend much time in preaching to his teachers.

"Are you studying any special school problem or question?" Thirty-two reply "Yes," and seven answer "No." A wide range of topics is being used; but the following are typical: Improvement of written examinations, continuity of school work, ability versus alphabetical grouping, unit planning and assignment, extra-curricular problems, student government, directed study, individual differences, individual instruction, platoon school, questioning in teaching, testing, causes of failure, how the school can function to best advantage in the community, thoroughness in the fundamentals, and practically every regular school subject. These problems are suggestive, and I am confident that any one of these could be used to direct the professional reading for one year.

One of the delightful new functionings is the creation in several cities of a hostess plan. Each new teacher is assigned a hostess, who sees to it that the new teacher meets citizens who are likely to be agreeable and to make sure that every social desire is reasonably met. During the year the hostess seeks to be genuinely helpful, socially and otherwise.

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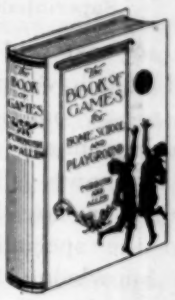

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Why Not a Prevocational High School?

By H. C. WEBER
Superintendent, Nashville, Tenn.

INFORMATION has become so vast and so varied that the activities of man have multiplied to such an extent that to say one is a mechanic means little or nothing unless the particular kind of mechanic is known. The general practitioner in medicine or law has given way almost entirely to the specialist; in fact every department of knowledge has divided and subdivided until there seems to be no end to the expanding branches of the tree. In each subdivision, or on each limb of the tree, there is more than enough to learn during the years that can be spared for preparation for work in the world. When the tree had few branches and they were not so long, more time could be spent on the trunk, but now when the limbs have extended and they themselves have branched, if we are in a reasonable time to reach the tips where the blossom and fruit are set, we must have the trunk branch much nearer the ground or find a more rapid way of climbing to its branches.

Recognizing these things the college and later the high school have offered varied training to suit the future needs of those who already knew what those needs were, but "there's the rub." Many high school and college students are attending school with no knowledge of whether the course pursued prepares for their ultimate vocation or not. In fact, often a student's life's work is not decided upon until long after completion of the high school. It is a reflection on our educational system that many young people spend twelve years, and sometimes sixteen, in preparation for work which they never do and in consequence begin their real life's work with no special preparation.

At adolescence the youth begins to dream, to aspire, to long for independence. It is here that the schools should do their most helpful work. The youth should have every opportunity to learn of the various channels in the life-stream of a nation that he may, with at least some acquaintance with the advantages and disadvantages, wisely make his choice of work.

If we are to leave the world richer for having lived we must accomplish something. We must not spend all nor even a great part of our lives as at present viewing and admiring the garden of knowledge but must take up the hoe and begin to add to this limitless field, abounding in beauties known and wonders undiscovered.

Your action in making educational training available at all times in any line that the needs of a student may require is a far step in the direction of getting the youth into productivity before old age overtakes him, but if through his lack of knowledge of what he expects to make of himself he knows not what training he needs then the variety of opportunities offered falls short of its real object—to prepare the boy for his life's work with as little delay as possible and without traveling to the end of barren branches.

A prevocational high school would help the student to intelligently select his life's work. Such a school should be a miniature city wherein all kinds of vocations are carried on by the students while under expert guidance. The product of the student's efforts should, after repaying the city for material used, become his personal property, and if after trial for a few weeks on one branch he wanted to change to another he should not be chided, but rather helped to find himself. The bookkeeping of such a miniature city would be done by those trying office work. The selling of the products would be done by those thinking they liked salesmanship, and so on with as many vocations as it was possible to establish in such a school, with the work of each department done under the close guidance of competent directors. When the student found himself and his branch of the tree he would be transferred to the regular senior high school for preparation as rapidly as consistent with thoroughness for his chosen field—business, mechanical pursuits, college preparation for professional life, etc. Books, of course, would be studied along with material things. This is real training—to seek information and power when need arises. Work early to discover early what is needed. Then students would attend high school and college for a real definite purpose and not as many now do for the purpose of postponing the necessity of going to work and incidentally securing a diploma or degree that might be used as a lion's skin to hide a sheep's head.

Is it all a dream that the schools will ever do what is so plainly their duty—train the student so that he will do the things he has chosen to do as his life work better than he would have done them without such training? Nashville has blazed the path before. Why not again?

A Superintendent's Undertaking

WE HAVE seen no more significant characterization of a city superintendent's undertaking than that of the New Rochelle Standard Star upon Dr. Albert Leonard's completion of twenty years' service as superintendent of that city:—

"It has been a big undertaking which Dr. Leonard has so faithfully pledged himself to. It has been an undertaking which has constantly grown. It has called for tact, great physical effort, fine reasoning, deep planning, close application and optimism. Dr. Leonard has supplied all these and without those qualities he could hardly have hoped to win the success that has been his.

"During the twenty years that Dr. Leonard has been with us he has drawn very close to our people. He has been an approachable man and one whom we have always found the same. No school problem has ever failed to enlist his interest, no complaint has ever been set aside by him without proper investigation, and no condition that has been wrong has been tolerated by him if he had the power to rectify it.

"As Dr. Leonard has mingled with us we have come to feel a very profound respect for him as a man aside from the feeling that we might have for him as superintendent of schools. In any other walk of life he would have won our respect in the same way. He has been a good citizen and one who has, in his quiet, dignified way, been interested in all civic undertakings and in all that pertained to the betterment of our city.

"How thoroughly Dr. Leonard has come in contact with our people is shown by the fact that everyone seems to know him. Parents who have any substantial interest in the education of their children invariably come to know Dr. Leonard. The children know him and like him. They talk about him at the dinner table, and even the little ones look forward to the occasional visits he may make to their schools. Dr. Leonard's influence over the teachers in our schools has been a wholesome one which has promoted harmony and earnest, intelligent teaching."

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Extra-Curricular Activities in Australia

By S. H. SMITH

Director of Education for New South Wales

THE activities found in the various Australian schools include athletics, glee clubs, orchestra, band (fife and drum), school paper, class magazines, dramatic clubs, literary and debating clubs, class organizations and parties, reading circles, social service clubs, school committees, school choirs, Junior Red Cross societies, home gardens club, radio club, bugle bank, hobbies' club, life-saving club, Gould League of Bird Lovers, camera club, Girl Guides, Brownies, historical societies assemblies, student government.

Most of the schools have organizations for sports, athletics, debating, school papers, dramatic clubs, and class organizations. Glee Clubs, Junior Red Cross branches, Gould Leagues are maintained in a majority of schools but not in all. The other activities mentioned have a scattered representation in the schools.

As the outcome of a questionnaire it may be stated that these activities are considered valuable as socializing agents by all the schools. There is considerable diversity of opinion as to the moralizing influence of the activities. Some consider them valuable, others do not. All believe that pupil activities help to interest the public in the school. The majority consider they are an aid to scholarship.

Attitude of Parents: Most parents approve. Not one school raised any doubt about this. They consider that school organizations have the advantage of being subject to control and can be guided in the proper direction. This is too often not the case with organizations that grow up outside the school. If the school does not provide for the employment of the social instincts of the adolescent he will seek for such channels at the street corner, for his desire for social activity must be satisfied in some way.

Considerable variation is indicated in the percentage of pupils taking part in activities, the range being from 40 per cent. to 100 per cent. In many schools no provision is made for pupils who are not members of organizations. In most schools athletics are open to all on a competitive basis rather than being organized in club form. In most schools some organization is arranged to include everyone.

In Australian schools athletic activities, including play and games, have been accorded a curricular status. A full period throughout the week is devoted to physical education and an afternoon to games, contests, etc. The administration of these activities differs from the administration of regular classroom activities only in the fact that the instructor, instead of directing one group in a formal way, directs several groups, each of which exercises considerable initiative and assumes responsibility. Every pupil is encouraged to take some part in athletic exercises.

What has been said of athletic activities is in a measure also true of musical activities. Both super-primary and secondary schools offer ample opportunities for actual participation in a variety of musical activities to all who possess the interest and the ability. Anyone may participate in singing, and informal community singing occupies an important place among the activities of most of the largest high schools. Many schools provide pupils with opportunities (conservatorium orchestra, gramophones, etc.) to hear musical productions. Most pupils take an active part in varied musical activities as glee clubs, orchestras, choruses, bands, etc.

Class organizations are formed in all schools.

Clubs.—These have had a phenomenal and wholesome growth. (1) That the desire of the adolescent to participate in organized group activities has wonderful educational possibilities when properly encouraged and directed is recognized by teachers and parents. (2) This is a "Club" age. The work of all the various clubs correlates directly or indirectly with subjects of study in the regular curriculum.

Publications.—Most schools have some form of publication from the modest hand-written class paper to the annual review. Some publish a quarterly or half-yearly magazine, others a monthly newspaper, several classes have journals. The educational possibilities of journalistic activities and the part which journalism plays in real life are fully recognized.

Social Service.—This includes branches of the Junior Red Cross and Relief Societies. The work done by the girls of these societies is wonderful—thousands of garments being made for the less fortunate, second-hand clothing repaired, gifts to baby welfare centres and clinics, adoption of an orphan (war one mostly), flowers to hospitals, etc. Hospital day is celebrated annually in all schools, and large sums are raised for the purpose of helping hospital work.

Several schools have definitely-organized councils of pupils, but little is done except the election of class captains, prefects, school cap-

tains and the assignment of minor duties. The general sentiment is that the school should govern itself by its tone without apparent scheme or system.

The management of extra-curricular activities is divided between the pupils and teachers; in some schools teachers guide activities pretty carefully through a system of prefects. Many of the teachers willingly spend their own time in the supervision of pupils' activities.

CONCLUSIONS.

1. More and more are Australian schools endeavoring to train their pupils for their places in society as co-operate individuals. The social service point of view is being stressed.
2. A balance is being developed between the emphasis the school places upon preparation for work and the time and energy it devotes to a preparation for worthy leisure.
3. The schools are taking over larger educational tasks and greater responsibilities every year.
4. The new ideal in education is not to produce simply individual efficiency of mind or body or spirit, but to produce individuals able to rub shoulders with their fellow men and neither harm or be harmed by the contact.
5. No school can escape—the school awakens social instincts and furthers their development whether it wishes to do so or not.
6. The school cannot afford to neglect its opportunities to teach the spirit of co-operation and helpfulness through the medium of real practice in these virtues.
7. Full curricular dignity is being given to many of the extra-curricular activities—this will enhance their effectiveness since it will assure them time allotments and supervision commensurate with their importance.

In the Sunshine

By Louise Pye

If the day be dark and dreary,
Look for sunshine.
If you're feeling sad and weary,
Look for sunshine.
You will always find a path of bloom,
Where the sunbeams sparkle through,
If you look for sunshine.

Friends are falling every day,
For lack of sunshine.
Help them along the way,
Show them sunshine.
If you help the world in seeing,
You are always sure of being
In the sunshine.

—Exchange.

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Personal and Professional

ISOBEL DAVIDSON, assistant superintendent, Elizabeth, N.J., has had exceptional opportunities to demonstrate professional skill. She has been in the State Department of Wisconsin, and was deputy superintendent of Baltimore, Md., and with Lida Lee Tall made the course of study of Baltimore County, which has had universal recognition as every way superior. The course of study of Elizabeth, for which Superintendent Ira T. Chapman gives her full credit, ranks as unsurpassed in the country.

JOHN R. KIRK, president emeritus, State Teachers College, Kirksville, is one of the "retired" men who is not tired; who is not looking backward; who has not a trace of pessimism in his system. Who has written a more virile paragraph than this?—

"The happiest people are the high school students. They live the life of buoyancy, exuberance, and thrills. They will build a better democracy, these mobilized multitudes, nearly three millions of them. They crowd the classrooms and the corridors of ten thousand high schools—little high schools, large high schools, million-dollar high schools. They are the best behaved, the best motivated, and the nearest approach to stabilized moral character among all the great groups of young life."

J. C. MUERMAN, rural life director of the State Teachers College, Durant, Oklahoma, is one of the outstanding leaders of the country in effective promotion of improved country life conditions in the district of the state which State Teachers College serves.

In the summer session of the College with two thousand teachers and student teachers in attendance, one-third of them choose some phase of his work. They will be in his classes at 7.30 in the morning, and they will give three evenings of the week to his classes. Indeed, on each of these three evenings more than four hundred are enrolled and never miss an evening.

All the year he is out in the communities giving evening service appreciated by parents and pupils. He has thousands of lantern slides which he has got together in his own work of thirty years. Ten years he was in the Pacific Northwest, which he knows intimately; ten years in the Philippines in pioneer days, and ten years in the United States Bureau of Education, in which his service was of inestimable value to the country as a whole and from which he profited superbly. We have known no one whose achievement in country life service has been greater than his.

WALLACE E. MASON, president of the State Teachers College, Keene, N. H., was honorably remembered by Bowdoin College recently with an A. M. degree.

EDWIN H. SCOTT, dean of Georgia State College for Women, Milledgeville, was director of the summer session, which has been the largest and most important in the history of the college. This was a great tribute to the late Dr. M. M. Parks, whose noble work carries on. Dean Scott was thoroughly familiar with the vision as well as the achievements of Dr. Parks, and was so sympathetic with his great purpose that he has conducted the largest summer session as though Dr. Parks were alive, merely away for personal reasons.

There was a wonderful memorial service to Dr. Parks, in which by universal consent Dr. Parks was placed among the four foremost educators of the state's history.

Keen as was the disappointment in the inability of Dr. Ambrose L. Suhrie to take up the work of the college there is no liability that there will be any failure of the college to continue to function as it would have done had Dr. Parks not been called from leadership by the fatal accident in Tampa.

WILLIAM F. EWING, principal of the Pasadena High School since 1920, has resigned to accept the assistant superintendency of Oakland. Principal Ewing has been one of the leaders in education in Southern California.

ALEXANDER C. ROBERTS, dean of State University of Washington, and president elect of the State Teachers College of San Francisco, was launched upon his professional career by Dr. Homer H. Seerley at Iowa State Teachers College, Cedar Falls.

MRS. BLANCH WINGATE THOMPSON, widow of Frank V. Thompson, superintendent of Boston schools at the time of his death, died at her home in Brighton August 26. She was a woman of choice personality and devoted her time and talent to public service of various kinds. She was an official in the Girl Scout organization. At the funeral the Boston School Department was represented, and also the Girls Scouts by Mrs. J. J. Stearns; the Boston Woman's City Club, of which she was a charter member; the National Colonial Association, the Woman's Republican Club of Boston, and the Faneuil Horticultural Association.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Merryness and Killjoy

In a queer country called Alla Boutus lived two strong and handsome princes. Up to the age of eighteen they looked and acted just alike. This is nothing to wonder about since they were twins. On their eighteenth birthday, as they walked in the garden of the palace a great black crow flew down and perched on a limb over their heads. Now, you know as well as I do that some crows can talk so you will not be surprised when I tell you that this crow ducked his head and yelled in a loud, hoarse voice: "Young men, you are now eighteen. I have come a long way to give you two gifts which your grandfather and your grandfather's grandfather and your grandfather's grandfather's grandfather and your grandfather's grandfather's grandfather's grandfather prepared for you many years ago. Listen carefully! Whenever one of you frowns the sky will darken and the rain will fall. That is gift number one. Whenever one of you smiles, the sun will shine, the lakes sparkle and the birds will sing. That is gift number two." With that the old crow gave a loud "Haw! Haw!" as though laughing at them and then flew away.

It was just as the crow said; when they frowned, it rained, and when they smiled, the sun shone.

Very soon after the crow's visit the princes separated, each going to his own kingdom. One named Merryness was of such a light hearted disposition that he smiled all the time. As a result the sun shone on his kingdom from morning until night; the flowers and crops grew beautifully; the birds sang and the people waxed fat and prosperous. The fatter and more prosperous the people got, the more the prince smiled and the more the prince smiled the fatter and more prosperous the people got, so you see one thing helped the other along with the result that happiness reigned supreme in the kingdom of Merryness.

The other prince, named Surlyness, had an ugly disposition and began his reign by frowning at everything he saw. He frowned at the castle, at his wife, at his pet dog and at the gardener and as he frowned it rained and then it poured and then the wind sighed under the eaves and it rained again. The castle gurgled like a waterfall and frowned from all its ten thousand windows. The rain spoiled every new hat the prince's wife bought and SHE frowned. The old gardener couldn't work because of the rain and HE frowned, and the little dog got discouraged and rolled over on his back and died with a terrible frown on his face. It rained so much that finally the people began to move away, carrying all their treasures with them. As they passed the castle the prince frowned more than ever and the rain fell harder and harder and the people hurried faster and faster. One day the prince woke up to find himself all alone. Everybody had gone away. He took off his crown and put on a sou'wester and opened his umbrella and started away. No one has ever seen him since, but it is whispered about that he appears now and then just in time to spoil somebody's fun. Whether this is true or not I cannot say, but I know somebody is meant when people talk about the "killjoy" and the "crapehanger."

May we all live in the kingdom of the smiling prince.

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Offices on Two Legs

One day I went into a large office building. I went up in an elevator and then walked down a long hall. On each side of me were doors with glass panels and on each glass panel there was a name. I read one and knew that an architect worked behind it. I read another and knew that an insurance man worked behind it. All down the line the names on the doors told me something interesting about the workers beyond.

It is very much the same in life. We are all little offices that run around on two legs with faces and manners, which, interpreted in terms of the English language, say to everybody who knows us: "John Jones, or Sam Smith, or Bill Doolittle." Inside of each two-legged office sits the owner of the office, looking out through his two little round windows on the world about him. Now, the point is this: "No matter how much a man knows, he is misjudged if his two-legged office is not kept neat and clean; and, on the other hand, no matter how neat and clean the two-legged office is, it is a place to stay away from if the man inside is not neat and clean. We should all take a look at our offices. We can see the outside by looking into a good mirror. Perhaps what we see will make us exclaim: "Aha! This office needs a good cleaning up. Its hands are a sight and its neck is dirty. I must attend to all this at once, before people begin to come by and make comments on it." Then we should take a good look at the owner who sits inside. We can do this by taking a good look into the mirror known as conscience. Perhaps what we see will make us exclaim: "Aha! That's too bad. I'm getting lazy. I sit all day in my office, looking out, doing nothing." Or we may say: "If I keep up these business tactics I shall lose my reputation as a business man. Honesty is, after all, the best policy."

At all events, a thorough looking over will do every one of us a lot of good and show us a number of things that need to be tidied up if people are to come to our offices for help of some kind or other.

The Brook

I know where there is a sparkling little brook. Morning and evening, for nearly a year, I have watched it hurrying off to the sea. How it tumbles and rushes and frets over the rocks and surges around the bends in its banks. Some day when I have lots of time I am going to start at the old log bridge and follow it back towards its source. I know it will run along beneath wooded hills and out over pleasant valleys and on again between great rocks. Somewhere beyond the great rocks it comes bubbling up out of the heart of the earth. I suppose you wonder how I know all this. Well, I am as sure of it as I am that I live and yet I have never seen its source or talked with anyone who has. What a peculiar brook it would be if it had no source. Just imagine the crystal water suddenly appearing from nowhere at all. You cannot imagine it and neither can I. That is the reason why I know if I follow the brook back far enough in due time I shall come to its source.

What is true of the brook is true of all things. A butterfly, a flower, a star, a silver moon and a laughing child. All these things lead us back through ages and ages to the one great source. Imagine the butterfly, the flower, the star, the silver moon and the laughing child just being where they are without reason for being there! You cannot imagine it. Neither can I. We both know that behind the butterfly and the flower and the star and the silver moon and

the laughing child, in the dim ages of countless thousands of years ago, Someone thought to Himself: "I shall open the wings of a glorious butterfly and it shall scatter color and give joy. I shall lift up the lily in its white robes and it shall scatter pleasant odors about it. I shall hang a star in the evening sky and it shall scatter light and lead men to think of me. I shall make a silver moon and hang it as my sign in the heavens as a proof that I live, and I shall fashion, as the fairest of My works, a little child whose laughter will fill the world with happiness.

So you see, girls and boys, as the brook leads back to its source in the hills, so do the things about us lead back to the inexhaustible source of all of them,—the loving Father Whose throne is in the sky but Whose realm is in the hearts of men.

Black Tracks

Once upon a time a great king built a great courtyard before his castle. Under his command the earth was covered with beautiful white tiles all of which told some story of the king's life. Here and there were lovely garden plots and old trees and running brooks, and all about the air was filled with sweet fragrance and the song of birds. In all that great garden there was not a thing that was ugly or evil.

One day the king said to himself: "I shall invite my subjects to come in and enjoy my garden. I shall open the gates that all may come in." So the king called his chief steward and said: "Throw open the gates. It is my will that all who wish may enter in to enjoy the good things I have prepared for them."

The day came and the people crowded in through the great gates. Some came with muddy feet and left black tracks on the white tiles; others ran straight to some monuments of solid gold and spent their whole day fondling the hard metal, and sighing because they could not take it away with them; others plucked armsful of the precious flowers only to throw them away when they saw others they deemed more beautiful; others broke down the delicate bushes and killed the song birds; others still, instead of rendering thanks to the king, complained because he had let others in besides themselves.

At the end of the day the king walked in his garden and his heart was sad. "What manner of people have I in my kingdom," he said, "that they do such things?" and the chief steward answered: "My Lord, shut fast the gates again, for with these people, evil has entered in to destroy the peace and beauty of the garden." But the king shook his head. "From the tower," he said quietly, "I saw little children playing on the grass; there was no evil in their hearts. I saw lovely mothers watching over them with love-lit eyes; there was no evil in any of them. I saw multitudes of big men with calloused hands and stalwart hearts and there was no evil among them. Because of these and all others who bore not evil, I shall not close the gates, but mark you—single out the makers of black tracks on the white tiles and the gold lovers and they who destroy beauty, whether of flower or bird, and those who complain unjustly and bring them before my face." And as he spoke the sun darkened and the earth shook and the chief steward fell upon his face through fear, for the wrath of the king had burst forth above his love and mercy.

From that day to this the gates of the garden have never been closed, but when the night comes, one standing in the tower may see some who have made black tracks or destroyed beauty going single file with bent shoulders into the judgment room of the great king.

The Discontented Root

A big black root on an oak tree began to complain to a limb above it that it never saw the sun.

"What an easy time you have," said the root, "stretching out all day into the lovely sunshine, bearing banners of green leaves; listening to the birds sing and bearing lovely little acorns on the ends of your fingers!"

"That is very true," replied the limb, "but remember that without my leaves the whole tree would smother and without my acorns there could be no little oaks." "At the same time," answered the root, "it isn't fair that I should be locked in the dark earth night and day, drawing water and digging tunnels and doing all the dirty and heavy work." "That all depends," said the limb. "You are suited for your task and I for mine. You would make a poor limb and I a poor root. If you want me to bring wonderful acorns into being you must continue to dig and draw water." "Well, I'm tired of my job," growled the root. "I am going to start digging my way out. I shall become a limb like the rest of you and decorate myself with bright green leaves." Of course the oak-spirit heard all this and she grew very sad. She knew only too well that if the black root came up out of the earth the limbs would die and the leaves wither and the little acorns perish in their shells. At last she spoke to the black root. "Black root," she said, "Did you know that the water you draw gives drink to the thirsty leaves?" "What of that?" said the root. "Did you know that the minerals you mine give strength of iron to the oak muscles of our home?" "What of that?" said the root. "Did you know that the good you find in the earth makes the little acorns grow strong and round?" "What of that?" said the root. "Did you know that your mighty muscles hold our home safely down to the earth when the great winds blow?" "What of that?" said the root. "Did you know that without you to lean upon there could be no leaves to breathe with, no limbs for the birds to nest on, no shade for the spotted cow, no little acorns to keep our race alive upon the earth?" "Well, what of that?" said the black root. "Alas," cried the oak-spirit. "Because you will no longer do your part we must all die."

Day after day passed and because the black root would collect no sap the leaves withered and the limbs dried up. At last the little acorns began to fall to the ground like rain. Far under the earth the root heard them and grew sad, for each one cried as it fell: "The black root has deserted us!" The day came, at last, when the root reached the surface. It had grown very slowly of late and seemed to have a strange stiffness under its bark. As it lifted its head out of the ground and looked up it saw a bare dead tree above it. Then it realized, too late, what it had done, and because it could not live alone it, too, curled up and died.

How Character Chats Are Best Utilized

After the teacher has read one of the "Chats" to the class, a pupil, previously designated as "judge" for the day, takes the teacher's place at desk or platform and asks what the class thinks about the story. When a number of pupils have expressed themselves freely the "judge" quickly decides which pupil has given the best interpretation. This boy or girl automatically becomes "judge" for the next day.

In order that the lesson of the "Chat" may become the children's own possession the teacher herself should refrain from comment. By all means let the pupils talk it out among themselves. Only when her opinion is directly asked should she enter into the discussion.

"Character Chats" are successfully utilized in all grades from the fourth to the ninth, inclusive, and in junior high schools. Any teacher having a specific character problem upon which help is desired, is invited to address the author, in care of this magazine.

EDUCATION IN ACTION

Finds Demand for Broader Horizons

A desire for world-wide education, evidenced by the number of foreign students coming to the United States annually to attend American colleges and the keen competition of American graduates for Rhodes scholarships, has been noted by Dr. John J. Tigert, United States Commissioner of Education. He says that "the history of civilization has been characterized by the progressive change from relative independence of communities and nations toward a mutual inter-dependence of all parts of the social and economic structure." The European universities, especially those of France, Italy, Germany, Spain and England, he declared, invite foreign students for the regular session and in summer term hold special courses to acquaint foreigners with the language, literature and ideals of the country. "Various organizations in the United States," he continued, "are offering scholarships and fellowships open to American students for study in foreign countries. These opportunities number well over 500 and involve an annual expenditure of about half a million dollars."

Ex-Service Men Complete Schooling

Of 573 ex-service men given rehabilitation training at Kansas State Teachers' College, Pittsburg, Kansas, forty received the bachelor's degree, six took teachers' life certificates, forty-four diplomas in practical engineering, seven subcollegiate diplomas, and thirteen high school diplomas.

Rush to Hollywood May Become Rush to College

A movement is afoot to convert the rush to Hollywood into a rush to college. Will Hays, head of the organized motion picture industry, started things when he persuaded Harvard and Columbia Universities to investigate the desirability of establishing courses to prepare young men and women for motion picture careers. Courses in action for the screen are not what is in mind. What the industry needs and what the universities and colleges can give are men and women trained in such subjects as chemistry, optics, art and architecture, with particular bearing on the chemistry of motion pictures, the optics of motion picture camera work, the artistic and structural elements of motion picture set design, and the elements of motion picture writing. In other words, schools of motion picture engineering and art comparable to the schools of mining, civil engineering, architecture and the like already in existence within many American universities.

Industry Asked To Aid Teacher

"A close personal interest by the employers in the training of boys and girls before they come into employment and during the early years of their industrial life is a responsibility which they have no right to shirk," declared Sir David Milne Watson, president of the Association for Education in Industry and Commerce, at Kensington, England. "Evening classes," said Sir David, "useful as they are, are only a second best. The interest of industry in education should not be on narrow and technical lines, but along the broader line of training for general intelligence and adaptability. Day instruction sandwiched into the boys' industrial life, either as intensive courses of short duration or as part-time instruction, where this better bits into the conditions of the particular industry, is to my mind far more valuable."

Trade School Shows Earning Power

The Lathrop Trade School for Boys, Kansas City, Mo., in the school year 1926-27, earned for the city $12,000 in building trades, $14,000 in the printing department, $2,640 in pottery making, $1,000 in the painting department and $4,000 in the cabinet department. The boys were paid by the hour for this work.

School Boys Trained To Be Fire Fighters

The purpose of the Future Fearless Fire Fighters, of Keene, N. H., an organization of the boys in the fifth and sixth grades of Keene's Union School District, according to Adolf W. Pressler, member of Keene's Board of Education, is "to begin early in life to safeguard themselves and others against the danger of fire." This is accomplished by having the boys listen to talks giving instruction on what to do in case of fire and how to prevent fires. Talks are given by expert retired and active firemen several times a year. Much of the fire-fighting equipment is made by the boys themselves. The greatest event of elementary school activities is the Fearless Fire Fighters' Day, which takes place the last of May each year. The department, headed by the boy chief, passes in review and is inspected by the Mayor and Fire Chief of the city. After this competitive tests are held which in turn are followed by the highly popular free luncheon of hot dogs and ice cream.

Parent-Teacher Body Has Million Members

Thirty years ago a woman—a mother, a student of childhood—conceived the idea of parenthood as a profession, in which the united efforts of individuals would make for progress as surely as they do in medicine or the law. Now the organization based on this idea has more than a million members in this country. The Congress of Mothers, which Alice McClellan Birney had founded in 1897, adopted parent-teacher co-operation as part of its program. This line of development became at once so popular that for some years it almost overshadowed the original purpose of the organization—the training of parents in the care and understanding of little children. In 1920 there were in this country fewer than 200,000 members, in some thirty-eight state branches of what is now called the National Congress of Parents and Teachers. In 1926 more than 1,000,000 men and women were active members in forty-seven states, the District of Columbia and the Territory of Hawaii.

Served 57 Years In One College

The opening of the fall term at the University of Vermont will see Dean George Henry Perkins of the department of arts and sciences commence his fifty-eighth consecutive year as a member of the faculty of that institution. When Dean Perkins began in 1869 what was to be a period of continuous teaching in one institution unequaled in the United States, he had just received his Ph.D. degree from Yale University, from which he had been awarded the A. B. degree, cum laude, two years earlier. He has served as curator of the university museum for fifty-five years, vice-president of the university for twenty-nine years, and acting president for two years, from 1917 to 1919. He also has been state geologist for twenty-nine years and state entomologist for five years.

Education, Not Laws, Seen as Our Big Need

"In the United States, statisticians would have us take notice, some 6,000 laws annually find their way through national and state legislatures and are recorded on the statute books. Is it not, then, reasonable to assume that we are a nation of law breakers?" asks a correspondent to the New York Times. "Do we really need more laws and better enforcement?" he adds. "The fact is, the government is legislating its head off whereas the real remedy lies in better education and more of it. In a large urban community the educated people are very generally orderly and respectors of property, whereas the uneducated are the reverse. The finger of responsibility points directly at our educational system," he asserts. "The task of education is to remedy the defects of our present system and make our admittedly unfit graduates fit for problems of community life."

International Debating Tour Scheduled by Bates

Bates College, which originated international debating, is planning to send a debating team around the world. The team will leave Lewiston, Maine, early next year. This will be the first time in history that an institution of learning has undertaken such an ambitious program. The itinerary of the journey, as the plans now stand, will be by train from Lewiston to San Francisco and by ocean liner to Honolulu, the Philippine Islands, Australia, New Zealand, Capetown, South Africa, up the East Coast, through the Suez Canal, the Mediterranean Sea, the Straits of Gibraltar to England and back home across the Atlantic Ocean.

College Offers Course On Teacher Placement

A course for school administrators on problems and technique of teacher placement is offered at Teachers College, Columbia University. The topics for discussion include organization of the placement office, interviewing, forms and records, rating and other means of reference, calculation of costs, financing, and establishment of policies.

Argentina Keen To Aid America

In order to study at first hand the economic and social conditions of the Argentine Republic 300 students of Princeton University will spend their 1928 summer vacation in the universities of that country. Towne Nylander, professor of economics at Princeton University, conferred recently with Honorio Pueyreddon, the Argentine Ambassador at Washington, on the enterprise, and tentative arrangements have been agreed upon. The Ambassador described it as one of the most progressive moves toward friendship between his country and the United States that has been brought to his attention in recent years. According to the tentative plan the students will leave for Argentina at the beginning of their summer vacation and will remain there for four months studying at the universities, traveling through the country and making personal investigations of conditions in the South American republic.

Schools in Savoy Opened August 15

Disregarding the natural season of things the schools of the little town of Savoy, high up in the Berkshire hills of Massachusetts, opened August 15. The boys and girls turned their attention to textbooks while a summer sun still beat down outside. The early opening is the result of the school board's prevision into the months to come when roads will be blocked with high drifts of snow and cold winds will task the crude heating equipment of the schools. Then they will declare a "snow vacation," to make up for the days cut short this summer.

Blind and Alone, She Toured Europe

Miss Alameda C. Adams, a blind teacher of voice of Cleveland, has completed a "sight-seeing" tour of Europe, which she made alone and without the assistance of any one except chance acquaintances and hired guides. She went to Italy, France and England, going to all the places there visited by tourists and, she said, she "saw" everything. "Not seeing with your eyes is not a tragedy," she said, "because after all you only really see what you comprehend—you see with your mind." And looking with her mind, Miss Adams made an airplane journey from Paris to London, an ascent of the Jungfrau in Switzerland, an exploration of the catacombs of Rome, a visit to the Vatican, a visit to the crypt of the Church of the Capuccini in Rome, where she handled skeletons of monks dead hundreds of years, and to the art exhibits in the Vatican, at London and other art centres of Europe.

Denies Colleges Destroy Religion

Colleges of the United States are not responsible for the seeming loss of religious faith of the younger generation, Dr. Henry Hallam Tweedy, professor at the Yale Divinity School, declared at the Northfield conference of religious education. Those students who say they have lost their faith in most cases did not have a religion to lose, he told his audience. "There is too much masquerading of religion. Too often our religion is not an experience which has been indubitably our own, but facts handed down to us as truths." Such the speaker pointed out as the cause for the seeming loss of faith on the part of college undergraduates. The blame in this case lies with parents who have in many instances not thought out the very religion which they teach their children.

Louvain University Extends to the Congo

Louvain University is to have a branch at Kisantu in the Western Congo, Africa, which will include faculties of philosophy, theology, natural sciences, medicine and agriculture. The African branch of the famous university, which was partially destroyed by the German army in 1914 and which American money helped rebuild, is without precedent in the history of European universities. Louvain recently celebrated its 500th anniversary.

"Rent" Is Paid To Bird House Builders

For rent of bird houses, placed by school children in the parks of Wilmington, Del., $2.50 is paid to the owner when a "rightful tenant" is found building a nest in a house. The project is promoted by the Brandywine Garden Club, in co-operation with the city park commission and the department of nature study of the public schools. A yearly contest has been instituted, and construction of bird houses is made a feature of the work of the manual-training department. Pupils in the schools not only provide shelter for the birds, but furnish proper food for them during the winter.

Hotels Booked For N. E. A. Session in Boston

Thirty-two of Boston's fifty-seven leading hotels have been booked to capacity by members of the National Education Association, Department of Superintendence, for the national convention to be held in Boston for the first time on February 25 to March 1, 1928. It is estimated that more than 5,400 members of the Association already have received hotel accommodations and have had rooms assigned to them. This is an unprecedented situation in hotel history of this city, even though 3,000 rooms have been added within a year in new hotel building, and unique in the history of the Association so far in advance of

the convention, it is said. Nineteen small auditoriums have been obtained for the use of the group sessions. J. Paul Foster, manager of the Boston Chamber of Commerce committee on conventions, has been appointed chairman of the committee on reservations for the N.E.A. convention, and is cooperating with the hotels in arranging accommodations.

School Magazine Now 47 Years Old

Records are not available to tell when and where the first high school magazine in the United States was published, but Dr. John C. Bowker of Lawrence, Mass., who established and was the first editor of the Lawrence High School Bulletin, believes that the local paper may well lay claim to being the oldest. There were others in other cities before the Lawrence school paper made its first appearance, on January 1, 1880, but all of them have either passed into history or have changed their names, it is believed. But the Lawrence High School Bulletin still goes on. It has just completed its forty-seventh year, without missing an issue, and, what is more remarkable, it has paid its own way and has made a profit every year it has been published.

Thousands of New Words

such as — amatol
audion junior college
relativity realtor
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C-tube broadcast
vitamin Esthonia
aerial cascade Hejaz
paravane agrimotor
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TREND OF THE TIMES

DARK HORSES are suggested for war time use by an Army board. Light-colored cavalry horses or horses having prominent light patches, blazed faces and the like, in war-time should either be disposed of or given a neutral color by the use of dye. This procedure would be designed for protection against observation and attack from the air.

PHILIPPINE TRADE in the United States shows a striking economic development. The Department of Commerce states that Philippine trade has risen from an average of $60,000,000 annually during the first years under United States control to $256,000,000 in 1926. During 1926 the islands bought $119,000,000 worth of foreign merchandise of which American products made up sixty per cent. In turn the Philippines sold this country nearly seventy-five per cent. of their $137,000,000 worth of exports.

"HOMO AMERICANUS" is a distinct variety of the human race, contends O. N. Pisgah in the Forum. Americans are quite different from Europeans. There is no such thing as an American traveling incognito in Europe. The smallest newspaper boy in the smallest European city will recognize an American at once and offer him a copy of the Herald or the Times.

WATERFOWL CENSUS, the first of its kind, will be undertaken by the Biological Survey. At least 1,000 observers will be needed and these will be stationed at key points in the concentration areas. The counts, it is expected, will throw much light on the causes of local fluctuations, and migration of birds and waterfowl. The result of the census may also have an important bearing on legislation.

SUICIDE RATE in the United States has shown a steady decrease especially in the younger age groups, it is indicated in a review of statistics from "ten original states" by the Metropolitan Life Insurance Company. The most favorable showing was in the age group from ten to nineteen years with the group from twenty to twenty-nine ranking second.

HIGHEST PEAK of the Alps on the Italian side was formally and officially named Mussolini in a ceremony at Courmayeur. For some time before the ceremony, and even for a while after it, a statement was given out that Mont Blanc, the lord of the Alps, was to receive Mussolini's name, in spite of the fact that it is in France.

HOT DOG stands by the roadside are in line for much-needed improvement if the New York Art Centre carries out its intention to put up a $7,000 donation by Mrs. John D. Rockefeller, Jr., in prizes for the best architectural suggestions.

MOSQUITOES ARE now selling for $1 a quart in Stuttgart, Ark. The local Chamber of Commerce originally offered $1 for every pint of mosquitoes brought in. So many mosquitoes were caught, due to the prize offered, that the rate had to be reduced. Even at the lower price other funds will have to be raised to continue the campaign.

POWERFUL LIGHT that will produce the effect of sunburn at a distance of two miles and will blister the skin of a person standing 1,000 feet away was demonstrated recently in Virginia. The searchlight has a beam of 1,385,000,000 candlepower, visible two hundred miles. The crater arc of the light is the "hottest spot on earth," as 17,200 watts give the light its full power.

WORD DOLLAR has an interesting history, which is related in the town of Yachimov, in Czechoslovakia, where representatives of the Little Entente met recently. Some 400 years ago a silver mine was discovered near Yachimov. The German name for the town was Joachimstahl. The Count of Schlitz had silver coins made from the metal and these coins bore the likeness of St. Joachim. The silver money was known as joachimsthalers. This was in time abbreviated to thalers. Other changes occurred such as daalder, daler and dalar. In the sixteenth century these coins were called dollars in England.

BRIDGE BREAKING is the latest stunt in which engineers will indulge. The Swift Island bridge in North Carolina, built in 1921, will become useless when a power and light company dam the river below. Under the supervision of engineers the concrete bridge will be loaded until it breaks to test its strength. Concrete is a new bridge-building material and little is known about its actual strength in large arches. The United States Bureau of Public Roads will cooperate in the undertaking.

The BOOK TABLE

PROGRESSIVE WORD STUDIES. A Complete Spelling Book. Cloth. 240 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company, Incorporated.

One of the most exhilarating phases of the education of today is the attention given to spelling by the publishers and the keen rivalry in the introduction of spelling books. Teachers, superintendents and school boards appear to be more interested in the selection of a spelling book than of an arithmetic or grammar.

A modern "Complete Spelling Book" is always a "Progressive Word Study," although this is the first to apply this designation.

This book is carefully and skilfully graded from the second to the eighth grade. It is inevitable that any child who has the use of this book year by year will have continued interest or interest that cannot lag. There is something entirely new coming his way before any work becomes stale. There is no static for a pupil who uses this book. There is no word, however common, that is not approached and used in an interesting way.

Each page contains five lessons covering a week's work with review. The vocabulary is made up of up-to-date, common words, carefully graded and arranged in small groups or families, according to the laws of association. The initial words are in both script and print. The book shows the accent and syllabication of new words and gives an understanding of phonic symbols. It provides exercises in the use of the dictionary, common rules for spelling derivatives, lessons on the prefix, suffix and etymology of type words, and also antonyms, synonyms, homophones, etc.

THE WORLD BOOK. Organized Knowledge, in Story and Picture. Editor-in-chief, M. V. O'Shea, University of Wisconsin, George H. Locke, Toronto, Ontario, Public Library, assisted by one hundred fifty distinguished Scientists, Educators, Artists and Leaders of Thought in the United States and Canada. Present edition printed 1927. In ten volumes. Chicago, Toronto, New York: W. F. Quarrie and Company.

An encyclopedia like an individual has personality, and "The World Book" is what the name signifies. It is comprehensive historically, geographically and biographically, industrially, commercially and politically, scientifically and religiously.

Its personality is manifest at its best in the literary approach to great subjects, as in the story of the late war. While scores of authors of histories and hundreds of journalists tried to find a sensible designation of the war, it seems to have been left to Professor O'Shea and his associates to coin the only designation that meets all conditions, namely, the "War of the Nations."

The reliability of information is guaranteed by the fact that in every case it is furnished by one of one hundred and fifty distinguished specialists whose initials accompany the information.

While "The World Book" distinctly provides authentic information on every subject for which one would go to a library, its real specialty is the presentation of all information so attractively that boys and girls will enjoy it and remember it, that scientists will respect it, that educators will use it without effort, that no one can be detoured from the main purpose of the article.

FOR THE GLORY OF FRANCE, AS SET DOWN IN ENGLISH. By Everett McNeil. Cloth. New York: E. P. Dutton and Company.

This is the time when there should be much reading of adventure that pertains to Vermont and Lake Champlain, and McNeil's book meets the need of the hour delightfully. France is glorified by thrilling adventures of two French lads, one of whom tells the story as it is told in "For the Glory of France." It presents France at two vital periods in its history. It is an intensely realistic story of the discovery of Lake Champlain and of the settlement of Quebec.

ELEMENTARY SCIENCE READERS. First Book, 183 pages; Second Book, 230 pages. By E. George Payne, Ph. D., School of Education, New York University; Henry R. Barrows, Ph. D., Assistant Professor of Biology, New York University; Louis J. Schmerfer, B. S., Superintendent, Park Ridge, N. J. Chicago, New York, Boston: Benjamin H. Sanborn and Company.

The present anxiety about the reading of young people in so far as there is a tendency to read that which is weak or worse may probably be due to the fact that the schools fifteen or twenty years ago did not realize their responsibility as they do today. Now the reading of pupils and students in connection with school work gives a vital interest to reading that is wholesome. This is especially true in the case of books like the "Elementary Science Readers." Nothing in jazzy literature is more interesting to a child than these books, which tell in a fascinating way many things that children are glad to know, and they learn these things in a way that charms them as much as fairy tales. They early realize in connection with school life that truth is stranger than fiction and more interesting.

THE BOOK OF GAMES. For Home, School and Playground. By William Byron Forbush and Harry R. Allen, Department of Physical Education, Philadelphia Normal School. Illustrated with drawings and diagrams by Jessie Gillespie. Cloth. 336 pages. Chicago, Philadelphia, Toronto: The John C. Winston Company.

Dr. William Byron Forbush's book on "The Boy Problem" transformed a successful Congregational clergyman into one of the most successful promoters of activities, social, educational and industrial, for the making of manly boys through school and home that has been known. It paves the way for Boy Scout work of James E. West, and makes a wonderful approach to Young Men's Christian Association activities.

There have been many books of games, all good in their way and for their purpose, but there has been no other attempt to provide four hundred games, graded into Active Games for Little Children, Singing Games for Little Children, and Quiet Games for Little Children into Active Games and Quiet Games for Larger Children, Games, Stunts and Forfeits for Two, Amusements for Convalescent Children, Things to Interest Fathers and Mothers, to Interest Teachers, and to Interest Teachers of Religion.

Dr. Forbush has kept pace with every phase of activity represented by books, magazines and programs, and has preserved every suggestion of games resulting in the accumulation of nearly a thousand games and suggestions.

Because of his greatly enlarged interests Harry R. Allen, formerly state supervisor of physical education, Pennsylvania, and now of the department of physical education, Philadelphia Normal School, than whom no one has demonstrated greater wisdom and artistic skill, has taken all of the material accumulated by Dr. Forbush, eliminating everything that had had its day, and classifying and arranging the rest as no one else has ever attempted to do. The result is that the one book which can be had for two dollars is of inestimable value for school, home and church.

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GRINS BETWEEN GRINDS

Life's Darkest Moment

Husband— "Hurrah, I've got a week's vacation."

Wife—"How nice! Now you can dig the garden, clean out the cellar and whitewash the kitchen."

A Particular Job

It was the first time the two Negroes had met since the war, and they were comparing their recent experiences.

"Mose," announced Rastus, "Ah's got a good job now."

"Yo' got a good job?"

"P'fessor of pathology."

"But yo' kain't read or write."

"Seems yo' don' know what a p'fessor of pathology is. P'fessor of pathology is de p'fessor what shows people how to go in an' out of de college grounds."

Not a Bad Idea

Overweight Woman—"Doctor, what will I do to reduce?"

Doctor—"Take proper kind of exercise."

Overweight Woman— "What kind of exercise would you recommend?"

Doctor—"Push yourself away from the table three times a day."—Exchange.

She Didn't Tell

With a stormy look on his face the master of the house waylaid the servant in the kitchen.

"Look here," he began angrily, "how dare you tell my wife what time I came home this morning, after I had told you not to?"

The Irish girl eyed him steadily. "Sure, an' Oi didn't," she replied, calmly. "She asked me phwat toime ye came in an' Oi only told her that Oi was too busy gettin' the breakfast ready to look at the clock."

What Every Woman Knows

"A car?" stormed an angry father. "Of course you can't have a car! Why, you would be absolutely helpless if you found yourself with a flat tire."

"Oh, no, I wouldn't, Daddy," the daughter retorted confidently. "I've given flat tires the air before this."—American Legion Monthly.

Trusted

First Boy—"My dad is a great man—he's a trustee at a university."

Second Boy—"Shucks! My dad is a trusty at the state penitentiary."

Of Course

Employer— "Surely, Miss Jenks, you know the king's English?"

Surprised Typist—"Of course he is—isn't he, sir?"—Exchange.

The Correct Answer

Six-year-old—"Pop, gimme another answer like you did last night."

The Father—"What do you mean?"

Six-year-old — "Well, when the teacher asked me today how much a million dollars was, I said: 'A helluva lot more'n you'll ever have,' and she said: 'Jackie, you may go home,'—an' I got out early. Pop, gimme another for tomorrow, will you?"

There's a Reason

It was married men's night at the revival and the minister had asked that every one who had domestic worries stand up.

"Ah!" exclaimed the minister, peering at the lone man who had remained seated, "you are one in a million."

"It ain't that," piped the voice, as the rest of the congregation gazed at him suspiciously, "I can't get up. I'm paralyzed."—Wall Street Journal.

Harmony Needed

First Wife—"I told my husband about those gowns that are selling for a song.

Second Ditto—"What did he say?"

"He said if I expected him to furnish the notes I'd better change my tune."—London Answers.

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Prize for Student Play

The increasing number of suicides among students in American colleges, which has been the occasion for much recent comment, has led a patron of the Repertory Theatre of Boston to offer $1,000 for the best American play which shall hold up faith in life to the youth of America. The competition is open to any student of an American college, university or dramatic school. The winner will also be given a scholarship in the theatre's workshop. The competition closes January 1, 1928. The jury of award consists of Winthrop Ames and David Belasco, producers, Dr. S. Parkes Cadman, Dr. John H. Finley, editor of the New York Times, and Mrs. Frances Jewett representing the theatre trustees. Inquiries should be addressed to the Prize Play Committee, Repertory Theatre of Boston, Huntington Avenue, Boston, Mass. The prize play will be announced soon after January 1, 1928, and will be produced in the Repertory Theatre early in the new year. Arrangements will be made for its production in as many cities of the country as possible. This theatre is the only civic repertory theatre in America, exempt from city, state and federal taxation as an educational institution not conducted for private profit, although it is entirely professional in its scope.

27,000,000 Resume Study

More than 27,000,000 boys and girls throughout the country are preparing for the opening of another school year, according to an estimate by the Federal Bureau of Education. Of this number 4,000,000 are high school students and 21,000,000 are elementary students. The school ranks will be further swelled by some 2,000,000 children in private elementary schools, and about 250,000 students in private high schools of all kinds, bringing the total above 27,000,000. It will cost $2,000,000,000, an amount equal to about one-ninth of the total debt of the United States, to provide educational courses for a year for the 25,000,000 children in public schools. This comes from state and municipal taxes. Public school property in the United States is valued at $5,000,000,000, equal to half of the total foreign war debt to the United States. There are now about 250,000 school buildings in the United States.

Meetings To Be Held

SEPTEMBER.

26-October 1: National Safety Council: William H. Cameron, 108 East Ohio Street, Chicago, Illinois; Chicago, Illinois.

OCTOBER.

3-7: Playground and Recreation Association of America: Howard S. Braucher, 315 Fourth Avenue, New York City; Memphis, Tennessee.

12-14: Wyoming State Teachers Association: B. H. McIntosh, Cheyenne H. S., Cheyenne, Wyo.; Cheyenne, Wyo.

13-15: Vermont Women Teachers Club: Thelma L. Hoyt, Burlington, Vt.; Burlington, Vt.

20-22: Indiana State Teachers Association: Charles O. Williams, 205 Hotel Lincoln, Indianapolis, Ind.; Indianapolis, Ind.

20-22: Northeast Missouri District Teachers Association, Kirksville, Missouri: H. G. Swanson, Sec'y., Kirksville.

20-22: Utah Education Association: D. W. Parratt, 317 State Capitol, Salt Lake City, Utah; Salt Lake City, Utah.

21: Franklin County Teachers Association at Greenfield, Mass. Ernest L. Lawton, president.

21-22: New Hampshire State Teachers Association: Florence H. Hewitt, 24 Chauncey St., Portsmouth, N. H.; Concord, N. H.

24-29: Washington Education Association: Arthur L. Marsh, 707 Lowman Building, Seattle, Washington; Wenatchee and Longview, Wash.

27-28: Illinois State School Board Association; Mrs. G. A. Stover, Oak Park, Illinois; Urbana, Illinois.

27-29: Montana Education Association, R. J. Cunningham, 9 Kohrs Building, Helena, Bozeman, Great Falls, Miles City.

27-29: Rhode Island Institute of Instruction: Clarence W. Bosworth, 33 Blackamore Avenue, Eden Park; Providence, R. I.

28-29: Council of Education of the State of New Jersey: J. Heward Hulsart, Dover, N. J.; Newark, N. J.

29: Secondary School Examination Board: Francis L. Lavertu, Hill School, Pottstown, Pa., vicinity of Boston, Mass.

NOVEMBER.

2: National Committee for Mental Hygiene: Clifford W. Beers, 370 Seventh Avenue, New York City; New York City.

3-5: Iowa State Teachers Association: Charles F. Pye, 415 Shops Building, Des Moines, Iowa; Des Moines, Iowa.

3-5: Kansas State Teachers Association: F. L. Pinet, Topeka, Kansas; Topeka, Wichita, Salina and Pittsburg, Kansas.

3-5: Wisconsin Teachers Association: E. G. Doudna, 717 Beaver Building, Madison, Wis.; Milwaukee, Wis.

4: Iowa Association of Teachers of English: Mary Maude Shuell, 650 16th St., Des Moines; Des Moines, Iowa.

5: Wisconsin Association of Mathematics Teachers: Ada M. Parsons, W. Division H. S., Milwaukee, Wis.; Milwaukee, Wisconsin.

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8: Women's Educational and Industrial Union: Leah Tapper Cadbury, 264 Boylston St., Boston, Mass.; Boston, Mass.

9-12: Missouri Society of Teachers of History and Government; Lottie Huff Soldan High School, St. Louis, Mo.; St. Louis, Mo.

9-12: Missouri State Teachers Association: E. M. Carter, Columbia, Mo.; St. Louis, Mo.

10-11: Annual Meeting of Illinois Vocational Home-Making Teachers, Sherman Hotel, Chicago.

10-11: Missouri Council of Teachers of English: Mary Woods, State Teachers College, Springfield, Missouri; St. Louis, Mo.

10-12: Minnesota Education Association, Minneapolis. C. G. Schulz, Secretary, 919 Pioneer Building, St. Paul.

11-12: Vocational Conference of the Illinois Home Economics Association, joint meeting with Illinois Society for Vocational and Practical Arts Association, Sherman Hotel, Chicago.

17-19: High School Conference: H. A. Hollister, University of Illinois, Urbana Ill.; Urbana, Ill.

17-19: Illinois City Superintendents Association: H. B. Black, Mattoon, Illinois; Urbana, Illinois.

21-25: South Dakota Education Association: N. E. Steele, Perry Block, Sioux Falls, S. D.; Aberdeen, S. D.

23-25: Co-operative Education Association of Virginia: J. H. Montgomery, 422 State Office Building, Richmond, Va.; Richmond, Va.

24-26: National Council of Teachers of English: W. Wilbur Katfield, 506 W. 69th St., Chicago, Illinois; Chicago, Illinois.

26: College Conference on English in the Central Atlantic States: Norman E. McClure, Penna.; Military College, Chester, Pa.

DECEMBER.

2-3: Association of Colleges and University Unions: Edward S. Drake, Ohio State University, Columbus, Ohio; Iowa City, Iowa.

26-30: Oregon State Teachers Association: E. F. Carleton, 408 Salmon St., Portland, Ore.; Portland, Ore.

27: National Council of Geography Teachers: George J. Miller, State Teachers College, Mankato, Minn.; Nashville, Tenn.

27-29: National Commercial Teachers Federation: John Alfred White, 818 Monroe St., Gary, Indiana; Kansas City, Mo.

28-30: National Association of Teachers of Speech: H. L. Eubank, Albion College, Albion, Mich.; Chicago, Illinois.

29-31: Modern Language Association of America: Carleton Brown, Bryn Mawr College; Bryn Mawr, Pa.

28-30: American Historical Association: John S. Bassett, 58 Pomeroy Terrace, Northampton, Mass.; Washington, D. C.

28-29: Pennsylvania State Education Association: J. Herbert Kelley, 400 No. 3d St., Harrisburg, Pa.; Lancaster, Pa.

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